



**Anasazi Elementary School**  
**Scottsdale Unified District**  
**12121 N. 124th Street, Scottsdale, AZ 85259-3473**

ARIZONA  
School Report Card  
2001-02

**Principal: Mr. Jeff Quisberg**  
**Schedule: 7:00 AM to 3:30 PM**  
**Web Address: [www.susd.org](http://www.susd.org)**  
**E-mail: [jquisberg@susd.org](mailto:jquisberg@susd.org)**

**Grades: K-5**  
**2001 Enrollment: 716**  
**Phone: (480) 314-3600 x 0**  
**Fax: (480) 314-3610**

## ▼ School Overview ▼

### Mission

Anasazi Elementary School is a special place to learn, grow and play. The mission of Anasazi is to create a positive caring environment where students rise to a high level of academic achievement while developing leadership qualities, responsibility, honesty, self-worth, creativity, critical thinking skills and a true joy of learning.

### Organization and Philosophy

- w Self-contained Classrooms
- w Multi-age Classroom Strand
- w Basic Skills & Integrated Instruction
- w Cooperative Grouping

### Instructional Programs

- w Extended-Day Kindergarten
- w Gifted and Special Education Services
- w Tutorial Program
- w DARE Instruction
- w Junior Achievement
- w Scottsdale Prevention Institute
- w Visual Arts Program
- w Choral, Band and Strings Programs

### School/Academic Goals

- w We will raise the level of understanding and increase the usage of our technology equipment and software through grade-level benchmark and standards instruction. We will also promote opportunities for staff to improve their technological skills.
- w We will continue to find interventions and utilize techniques to make our students better readers and writers through reading, writing and language instruction. We will also establish and maintain grade-level basic math fact recall standards.
- w We will continue to provide our students and staff with a safe and respectful learning and working environment. We will maintain our life skills, RAD, and Bolo programs to foster positive actions and behaviors in our school community.
- w We will provide on and off campus professional development opportunities for our school staff in the areas of technology, special education services, and curriculum and assessment during the current school year.

### Enrollment

October 1, 2000 School Year Student Enrollment:	716
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	35

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 4 Teacher(s)  
 3 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w Goal & Vision Setting  
 w Strategies for Technology  
 w Support Staff Development  
 w Promote Instructional Opportunities  
 w Review Curriculum, Budget and Schedules  
 w Safety, Extracurricular and Community

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	2.00	Teacher Aide	3.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	6	3	0	0
7 to 9 years	1	5	0	0
10 or more years	6	12	1	0

## ▽ Shared Responsibilities ▽

### School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly; to encourage parent participation in the life of the school; to assure the safety of students and to maintain a highly qualified professional staff.

### Parents

Parents are urged to show support of their children in several areas: Provide a supportive home environment conducive to study and learning; motivate their children to do their best by taking an interest in their work; be role models by valuing education and by participating in the activities of the school and parent organization. Parents are expected to help their children abide by the district's Code of Student Conduct and the school's rules.

## ▽ Transportation Policy ▽

Transportation is provided for K-3 students 3/4 of a mile from school and 4-5 students 1 mile from school. Mid-day transportation is provided for eligible Kindergarten students. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration. All vehicles are maintained to provide safe and efficient transportation. Bus evacuation drills are conducted for all students and staff.

## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/13/01
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

### Report Card Release Dates

10/26/01	1/11/02	3/22/02	5/23/02
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### Additional Calendar/Report Card Information

## ∨ Resources Available at School Site ∨

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Windows Technology Lab	W Television Studio
W Fine Arts Facilities	W Outdoor Amphitheater

### Extracurricular Activities

W Student Council/Yearbook/Chess Club	W Battle of the Books/Word Masters
W Math & Geography Olympiads/Golden Coins	W RAD and Bolo Programs/Television Cast
W Readers' Theatre/Band/Strings/Chorus	W Peer Tutors/Media Aides/Buddy Classes
W Afterschool Enrichment Classes/EDK	W Girl/Boy Scouts, Spelling/Geography Bees

### School/Community Resources

W On-site Contracted Day Care	W On-site Contracted Extended-day Kinder.
W DARE Education and Officer	W Junior Achievement
W Scottsdale Prevention Institute	W School Health Services
W Drug and Tobacco Prevention Programs	W Local Business Partners & Professionals

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>W Ongoing partnership with PTO to provide funding gifts for tutorial reading and math programs for the students of the school.</p> <p>W Anasazi PTO Outreach and the Student Council have been very successful with a Healing Hearts Program raising funds for the American Red Cross. The school also has coordinated food and clothing drives, all in association with the life skill of caring.</p> | <p>W Partnerships with numerous educators and other Valley professionals to work with our staff and students in many areas of educational and professional development.</p> <p>W Very successful Young Author's Program with student work published and added to school library collection. Outstanding contributions to local, district and state drug prevention and poetry contests, as well as award-winning essays by students.</p> |
|---|--|

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.8 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	5.8 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	1.9 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	1.7 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	98.8 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	1.2 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Student Award Winners Art, Essay, Drug Prevention	2001
Battle of the Books All Valley Champions	2001
Meritorious Awards - 2 Math Olympiad Teams	2001
Word Masters Awards of Merit	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	117	548	0%	4%	47%	48%
	State	60969	521	11%	18%	44%	27%
Writing	School	116	569	0%	3%	70%	25%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	117	553	0%	9%	41%	49%
	State	61089	510	14%	29%	34%	23%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	123	524	1%	13%	47%	38%
	State	63518	503	22%	24%	41%	14%
Writing	School	117	544	2%	11%	59%	25%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	125	527	1%	23%	12%	63%
	State	63873	487	17%	43%	12%	29%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	93	78	60
2	Reading	--	--	--	--	--	--	--	--	50	100	76	52	100	73	53
	Language	--	--	--	--	--	--	--	--	40	100	73	43	100	67	44
	Mathematics	--	--	--	--	--	--	--	--	51	100	80	55	100	75	57
3	Reading	--	--	44	--	--	47	--	--	47	98	73	48	93	74	50
	Language	--	--	45	--	--	49	--	--	51	97	80	54	94	80	56
	Mathematics	--	--	41	--	--	46	--	--	49	98	78	52	96	77	54
4	Reading	--	--	52	--	--	53	--	--	54	100	82	54	96	81	55
	Language	--	--	45	--	--	47	--	--	49	100	74	48	94	73	50
	Mathematics	--	--	48	--	--	51	--	--	54	100	82	55	98	83	57
5	Reading	--	--	50	--	--	51	--	--	51	95	77	51	98	80	51
	Language	--	--	40	--	--	42	--	--	44	93	72	45	95	73	45
	Mathematics	--	--	47	--	--	51	--	--	54	95	81	55	97	87	57

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>67</b>	<b>68</b>
<b>Grades 3-4</b>	<b>87</b>	<b>82</b>
<b>Grades 4-5</b>	<b>59</b>	<b>80</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

To better meet the school community desire to develop both high academic and quality social traits, seven life skills that promote positive behaviors and exemplary citizenship are a part of the school core beliefs. Practicing the life skills along with an all-school effort to uphold the Student Code of Conduct are maintained creating a very safe and orderly climate for learning. We foster recognition for positive behaviors and acknowledge the efforts of both individuals and entire classes.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,340	\$1,574,720
Classroom Supplies	\$15	\$10,266
Administration	\$350	\$235,675
Support Services-Students	\$443	\$297,894
Other Support Services and Operations	\$1,027	\$690,794
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$4,175</b>	<b>\$2,809,349</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$1,254,256.38 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

Trigger funds were used to increase the base salary of teachers to attract and retain a highly qualified instructional staff.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Site Improvement Team	(480) 314-3600	0
<b>Transportation Policy</b>	Director of Transportation	(480) 451-5050	
<b>Community Resources</b>	School Secretary	(480) 314-3600	0
<b>School Nutrition Programs</b>	Director of Food Services	(480) 661-1126	
<b>Parent Organization</b>	Anasazi PTO	(480) 314-3600	0
<b>Student Health/Nurse</b>	School Nurse	(480) 314-3600	6806

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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